



# **2002 Wisconsin Reading Comprehension Test:**

**An Assessment of Primary-Level  
Reading at Grade Three**

## **Test Results Interpretive Guide**

### **EMBARGO**

Information in the Wisconsin Reading Comprehension Test Reports and the Test Results Interpretive Guide is not to be released until

**JULY 15, 2002**

Results from the Wisconsin Reading Comprehension Test are embargoed and are not to be released or revealed to the public by any school or district until July 15, 2002, when the Department of Public Instruction releases statewide results. Please review your district results so you are prepared to communicate with your constituents and local media after July 15, 2002. Thank you for your cooperation.

Questions regarding this publication and requests for additional copies  
should be directed to:

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**After July 31, 2002,**  
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# Wisconsin Reading Comprehension Test Results

## Introduction

This booklet is intended to help districts understand and use the results of the 2002 Wisconsin Reading Comprehension Test: An Assessment of Primary-Level Reading at Grade Three. From 1989 through 1995, this test was called the Third Grade Reading Test.

Three statewide reports are presented in this booklet, as are samples of the district and school reports which you have received. In each case, there is a brief description and explanation of the report.

The Wisconsin Reading Comprehension Test was designed to gather three types of information:

- Reading Comprehension
- Prior Knowledge
- Reading Strategies

Although information was collected in each of the areas above, the performance standards are based only on the reading comprehension items. The information about reading strategies and prior knowledge was collected for the purpose of interpreting results on the comprehension items.

The statewide performance standards for the comprehension items on the test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a statewide panel of third grade teachers and district reading specialists. Results for the 2002 Wisconsin Reading Comprehension Test are reported in relation to these standards as the numbers and percents of students whose scores were in the Advanced, Proficient, Basic, and Minimal proficiency levels.

Standard (r), the Wisconsin Reading Comprehension Test standard, requires that district performance on the comprehension items be compared to statewide performance. The reports described on pages 7, 11, 14, and 20 accomplish this purpose.

The other reports described in this guide provide information which may assist districts in understanding and interpreting their results. For example, as you compare district and school results with the state performance data, it may be helpful to refer to the relationships between the reading comprehension scores and the scores on the prior knowledge and reading strategy questions. Likewise, the other reports may include information which can be used to explain and interpret the results for your district and schools within the district.

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**Note: As a result of rounding, the figures on the reports do not always total 100%**

# THE 2002 WISCONSIN READING COMPREHENSION TEST: FACTS, SUGGESTIONS, AND CAVEATS

## Features of the Test

1. The test has four purposes:
  - to identify the reading level of individual students with respect to statewide proficiency levels
  - to provide districts with information that will help them evaluate the effectiveness of their primary reading programs
  - to allow school districts to compare the performance of their students with state proficiency levels
  - to provide data for meeting federal and state statutory requirements with respect to student assessment
2. The reading passages on the test range in length from about 700 to 900 words for the nonfiction passage, and from about 1,000 to 1,500 words for each of the fiction passages. The majority of the comprehension questions are inferential.
3. The 2002 test consisted of three reading passages (two fiction and one nonfiction). Each passage was followed by a set of questions that measured reading comprehension. The students' test scores were based only on the reading comprehension questions. The test included 62 multiple-choice reading comprehension questions and two short-answer reading comprehension questions. The short-answer questions asked students to provide the answers, rather than selecting from given answer choices as in the multiple-choice questions. A student's response to the first short-answer question on the 2002 test received three points for a correct response, two points for a partially correct response, one point for a minimal attempt, and zero points for an incorrect response. A student's response to the second short-answer question on the 2002 test received two points for a correct response, one point for a partially correct response, and zero points for an incorrect response. For each of the 62 multiple-choice questions answered correctly, a student received one point. A student's score for the multiple-choice questions was combined with the student's scores for the short-answer questions to produce the student's reading comprehension score for the test. The maximum possible score on the 2002 test was 67 points.
4. Scores on the reading strategy and prior knowledge items can be used to explain variations in the comprehension scores.
5. The test was developed by Wisconsin educators and MetriTech, Inc., under the direction of the Department of Public Instruction (DPI) and the State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee. The steps in test development included the following: passage selection, item development, field testing, analysis of field test results, test revision, bias review, and preparation of the final test. The test was scored by MetriTech, Inc., under the direction of the DPI.

## The Performance Standards and Proficiency Levels

1. The performance standards are based only on the comprehension items.
2. The performance standards for the 2002 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent, taking into consideration the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Members of the panel established performance standards using their professional judgment regarding what is appropriate reading performance in four levels of proficiency for third grade students. Student performance is reported in Minimal, Basic, Proficient, and Advanced proficiency levels.

## Interpreting, Using, and Reporting Test Results

1. Guard against generalizing from the results of the Wisconsin Reading Comprehension Test to the total school or district educational program.
2. Performance on the Wisconsin Reading Comprehension Test reflects the entire K-3 instructional program, not just the third grade program/teacher.
3. If small numbers of students are tested, the performance of the group is affected significantly by a few high-performing or low-performing students. When small numbers of students are tested in a school or district, there may be a significant variation from one year to the next.
4. Be careful about reporting results by demographic groups, particularly if the numbers are small, such that individual students might be identified. Districts and schools should take appropriate steps to protect the privacy of individual students.
5. If significant differences exist among schools in your district, consider carefully how you will phrase your explanation to the school board and other audiences. The results on prior knowledge and reading strategies may provide information which is helpful to explain the results. Additional factors, such as the number of students tested at each school and various demographic characteristics may account for differences among schools. (Also keep in mind that there is variation among districts and schools in terms of the number and percent of S/Dis and LEP students who were not tested. The decision to test students was a district decision, based on DPI guidelines.)
6. The rule for Standard (r) requires the Department of Public Instruction to report each school district's test results, for the school district and for each school in the district, to the school district board.
7. Standard (r) does not require reporting the results for each student to the student's parent or guardian. The Parent/Guardian Reports are provided should you choose to report to the parents or guardians.
8. Districts must consider students who score in the Minimal proficiency level on the Wisconsin Reading Comprehension Test as possible candidates for remedial reading services. Standard (c) requires each school district to provide remedial reading services for pupils in grades kindergarten through four if:
  - the pupil fails to meet the reading objectives specified in the school district's reading curriculum plan; or
  - the pupil fails to score above the Minimal proficiency level on the Standard (r) Wisconsin Reading Comprehension Test, and
    - a. the pupil's parent or guardian and a teacher agree that the pupil's test performance accurately reflects his or her reading ability, or
    - b. a teacher determines, based on other objective evidence of the pupil's reading comprehension, that the pupil's test performance accurately reflects his or her reading ability.

Additionally, Standard (c) requires that if fewer than 80% of the pupils score above the Minimal proficiency level, either in the district or in any school in the district, the district shall develop a written plan which includes the following:

- a. a description of how the district will provide remedial reading services,
- b. a description of how the district intends to evaluate the effectiveness of efforts to remove reading deficiencies, and
- c. an assessment of the school district or individual school's reading program.

9. Read the test carefully before you discuss the results with representatives of the media, members of the school board, etc. More detailed information about the Wisconsin Reading Comprehension Test (WRCT) may be found on the WRCT website: <http://www.dpi.wi.us/dpi/oea/wrct3.html>
10. A new publication, Wisconsin Makes the Connection: Teaching & Testing Reading Comprehension, is available from MetriTech, Inc., the DPI's WRCT development contractor. This publication describes the WRCT and provides suggested teaching strategies. It can be viewed at [www.wrct.net](http://www.wrct.net) or through the website listed in paragraph 9 above.
11. The State Superintendent of Public Instruction will report statewide results on July 15, 2002. Test results are embargoed until that date. An alphabetical listing of all districts and schools within districts will be reported. This listing will show the percent of students whose scores were Minimal, Basic, Proficient, and Advanced. Also included in this listing will be the number and percent of students not tested.

### **The 2003 Test**

The 2003 test will consist of new passages but will be similar in format to the test used in 2002. There will be a three-week testing period: March 3-21, 2003.

# Proficiency Levels

This report appears as the first page of the Comprehension Performance Report Summary by District and by School Within District. It shows which comprehension scores fall into each proficiency level: Advanced, Proficient, Basic, and Minimal. The performance standards for the 2002 Wisconsin Reading Comprehension Test are based on standards that were established in July, 1998, by the State Superintendent after considering the recommendations of a 16-member standard-setting panel of third grade teachers and district reading specialists. Panel members had recommended performance standards, based on their professional judgment regarding what are appropriate reading proficiency levels for third grade students. A general description of each proficiency level is shown below:

- Advanced** Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.
- Proficient** Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.
- Basic** Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the academic content area tested.
- Minimal** Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.



## 2002 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

### Proficiency Levels

<u>Proficiency Level</u>	<u>Comprehension Score</u>
Advanced	from 63 through 67 points
Proficient	from 48 through 62 points
Basic	from 29 through 47 points
Minimal	from 0 through 28 points

### Students Not Tested

The Comprehension Performance Report Summary by District and by School Within District includes a column called "Total Number of Students Not Tested." The figures in this column represent the numbers of students not tested in each school and district.

Students were **not** tested for one of four reasons:

1. **Absent.** These students were absent during the testing period, including makeup testing sessions.
2. **Students with Disabilities (S/Dis).** Based on DPI guidelines for testing Students with Disabilities, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.
3. **Limited English Proficient (LEP).** These students were not tested because their English language skills did not meet criterion (e), as defined under the DPI rules in the Wisconsin Code (PI 12.03(3)): "Understands and speaks English well but needs assistance in reading and writing in English to achieve at a level appropriate for his or her age or grade."
4. **Section 504 Disabilities (Sec. 504).** Based on DPI guidelines for testing students with disabilities under Sec. 504 of the Rehabilitation Act of 1973, districts determined that the Reading Comprehension Test was inappropriate for these students and assessed them through alternate methods.

**Note:** On the following pages of this report, to protect the privacy of individual students, data are not reported for districts or schools with five or fewer students enrolled in third grade. In these cases, dashes will appear in the data columns.

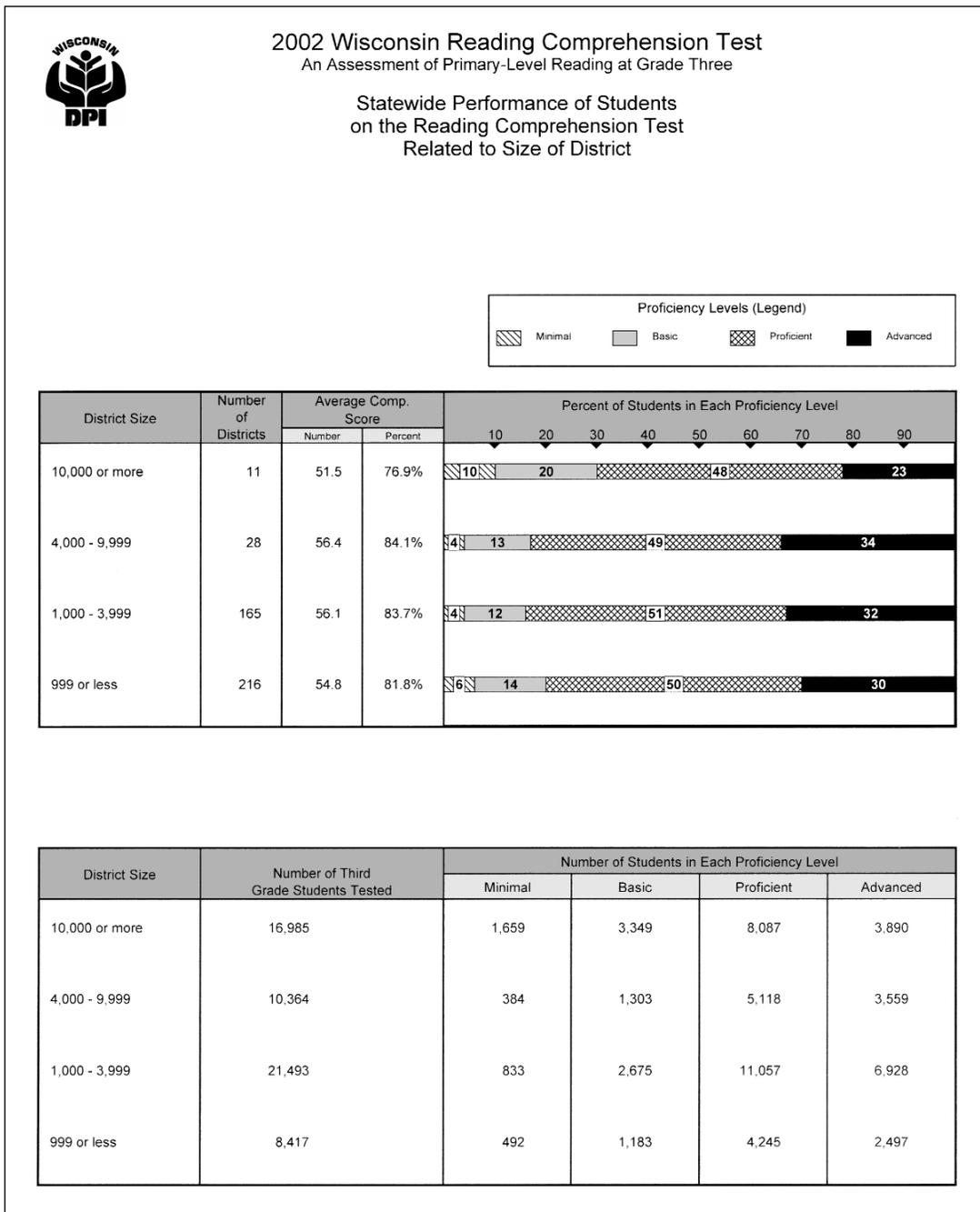
# Statewide Performance of Students on the Reading Comprehension Test Related to Size of District

**Note: Districts will not receive separate copies of this report.**

This report shows how students in four different district size categories performed on the test.

The first table lists the number of districts in each size category and the average comprehension score for the students. The bar graphs are shaded to show the proportion of students falling into each of the four performance categories. Percentages less than 3% are not printed on the bars.

The second table shows the number of students who were tested in each of the four district size categories and the numbers of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels.



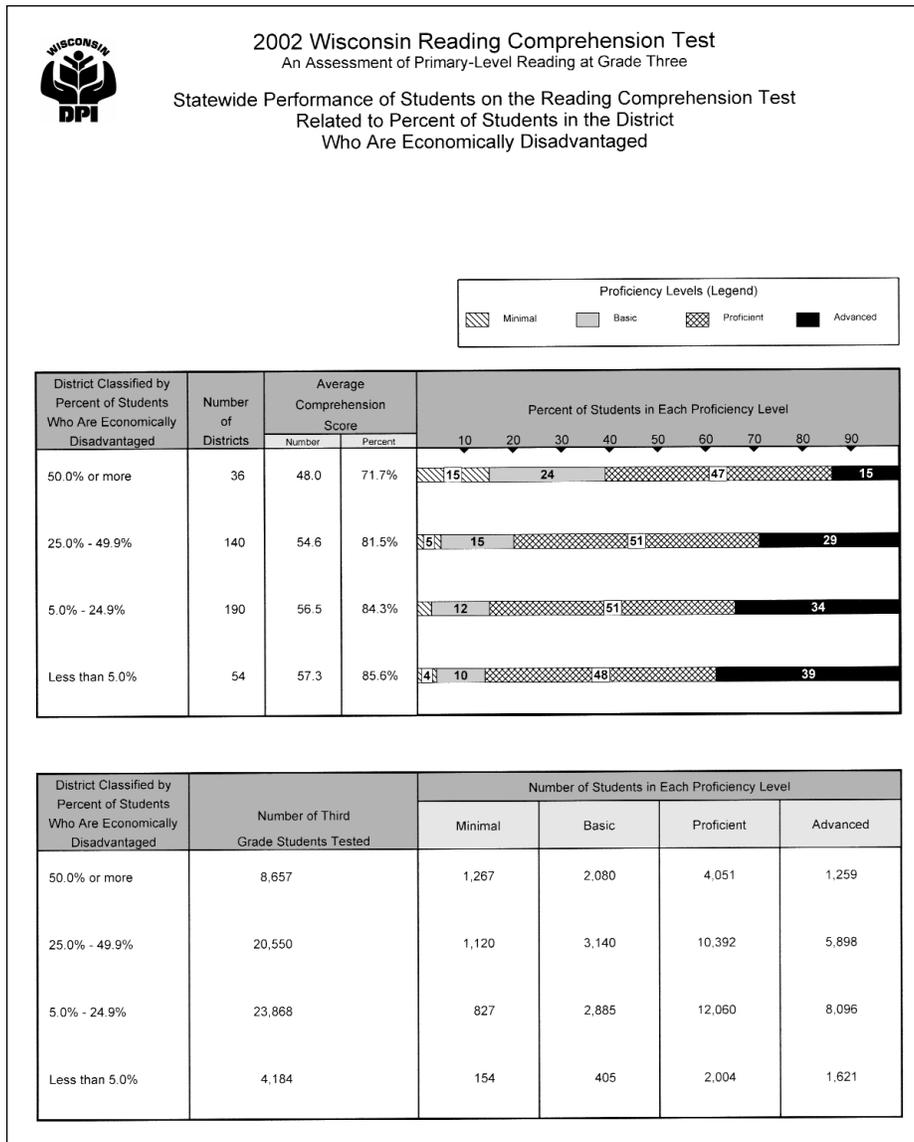
# Statewide Performance of Students on the Reading Comprehension Test Related to Percent of Students in the District Who Are Economically Disadvantaged

**Note: Districts will not receive separate copies of this report.**

This report shows the performance of students in districts related to the percent of children in the district who are economically disadvantaged. An “economically disadvantaged” student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ( $\leq 185\%$  of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students consistent with this DPI definition.

In the first table, districts are classified into four categories, based on the percent of children who are economically disadvantaged: 50.0% or more, 25.0-49.9%, 5.0-24.9%, and less than 5.0%. The number of districts in each category and the average comprehension score of the students are shown in the next two columns. (Note: the comprehension scores are for all students in the district, not just those who are economically disadvantaged.) The bar charts are shaded to show the proportion of students falling into each of the four proficiency levels. Percentages less than 3% are not printed on the bars.

The second table shows the number of economically disadvantaged students in each of the four categories and the numbers of students whose scores were Minimal, Basic, Proficient, and Advanced.



# Sample District and School Reports

The sample reports which follow are included to assist in interpreting the reports from the scoring contractor. Reports are sent to districts in two shipments. Shipment #1 includes the Student Roster and Parent/Guardian reports. All other reports are included in Shipment #2.

## Student Roster

The Student Roster report shows individual student performance on each part of the test. At the end of the report are averages for the district and school. (Note: This report was sent to districts in Shipment #1.)

**Maximum Possible Score** is the highest score that can be obtained on each part of the test.

**Total Comp.** (Total Comprehension) is the comprehension score of each student for the three passages.

**Prof. Level** (Proficiency Level) shows whether the student's score was Minimal, Basic, Proficient, or Advanced on the comprehension items.

The three columns under **Comprehension** show each student's comprehension score for each passage.

The three columns under **Prior Knowledge** show the number of prior knowledge items the student answered correctly for each passage.

The three columns under **Reading Strategy** show the number of reading strategy items related to each passage that the student answered correctly.

Student Name		Total Comp.	Prof. Level	Comprehension			Prior Knowledge			Reading Strategy		
				Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3	Pass 1	Pass 2	Pass 3
<b>Maximum Possible Score</b> →		67	--	19	22	26	7	6	7	5	5	4
STUDENT, SAMPLE A.		30	Basic	8	12	10	3	3	2	3	2	4
STUDENT, SAMPLE B.		50	Proficient	18	15	17	7	4	4	4	5	3
STUDENT, SAMPLE C.		54	Proficient	17	18	19	5	5	6	3	4	3
STUDENT, SAMPLE D.		60	Proficient	19	21	20	7	6	6	5	5	4
STUDENT, SAMPLE E.		58	Proficient	18	19	21	4	6	5	5	4	4
-----												
STUDENT, SAMPLE F.		54	Proficient	17	15	22	3	4	6	4	4	4
STUDENT, SAMPLE G.		61	Proficient	18	20	23	7	6	7	5	5	4
STUDENT, SAMPLE H.		16	Minimal	4	5	7	4	3	5	7	4	4
STUDENT, SAMPLE I.		59	Proficient	18	19	22	7	3	6	5	5	4
STUDENT, SAMPLE J.		63	Advanced	19	21	23	7	5	6	5	4	4
-----												
STUDENT, SAMPLE K.		53	Proficient	16	18	19	4	5	7	4	5	4
STUDENT, SAMPLE L.		33	Basic	14	13	6	7	3	4	4	5	4
STUDENT, SAMPLE M.		49	Proficient	17	14	18	7	3	5	4	4	3
STUDENT, SAMPLE N.		60	Proficient	18	19	23	6	3	6	4	5	3
STUDENT, SAMPLE O.		54	Proficient	19	16	19	7	1	6	5	4	4
-----												
STUDENT, SAMPLE P.		63	Advanced	18	21	24	7	4	7	5	5	4
STUDENT, SAMPLE Q.		24	Minimal	9	6	9	1	5	3	3	5	2
STUDENT, SAMPLE R.		65	Advanced	19	21	25	7	5	7	5	5	4
STUDENT, SAMPLE S.		53	Proficient	17	19	17	4	3	5	3	5	3
STUDENT, SAMPLE T.		58	Proficient	18	20	20	8	5	6	5	5	4
-----												
STUDENT, SAMPLE U.		62	Proficient	18	21	23	7	5	7	5	5	4
STUDENT, SAMPLE V.		63	Advanced	19	19	25	6	5	6	5	5	3
STUDENT, SAMPLE W.		25	Minimal	7	8	10	6	4	5	2	5	4
STUDENT, SAMPLE X.		64	Advanced	19	19	26	7	3	6	5	5	4
STUDENT, SAMPLE Y.		59	Proficient	18	19	22	7	4	7	5	5	4
STUDENT, SAMPLE Z.		25	Minimal	9	9	7	5	2	3	2	3	1
-----												
<b>School Average</b>		51.4		15.9	16.5	19.0	5.7	3.9	5.4	4.3	4.4	3.7
<b>District Average</b>		53.7		16.2	17.2	20.3	5.8	4.3	5.8	4.3	4.4	3.6

# Comprehension Score Frequency Distribution

The Comprehension Score Frequency Distribution report shows the number and percent of students receiving each of the possible scores, ranging from 0 through 67 points. Also shown are the cumulative frequencies and cumulative percentages.

In the example report shown, 12 students in the district received a score of 44. This represents 1% of the students in the district. The Cumulative Frequency indicates the number of students in the district who received a score of 44 or less, in this case, 239. The Cumulative Percent indicates the percent of students in the district who received a score of 44 or less, in this case, 19.1%.

At the bottom of the report are descriptive statistics. The Possible High and Low Scores are given. The Obtained High Score and Obtained Low Score show the highest and lowest scores obtained by students at the school, district, and state levels. Also shown are the mean, standard deviation, and median for the school, district, and state.

Score	School				District				State	
	Freq	Cum. Freq.	%	Cum. %	Freq	Cum. Freq.	%	Cum. %	%	Cum. %
	67	0	61	0.0%	100.0%	22	1,251	1.8%	100.0%	2.8%
66	0	61	0.0%	100.0%	50	1,229	4.0%	98.2%	5.3%	97.2%
65	1	61	1.6%	100.0%	73	1,179	5.8%	94.2%	6.7%	91.8%
64	1	60	1.6%	98.4%	85	1,106	6.8%	88.4%	7.5%	85.1%
63	6	59	9.8%	96.7%	82	1,021	6.6%	81.6%	7.1%	77.6%
62	4	53	6.6%	86.9%	72	939	5.8%	75.1%	6.8%	70.5%
61	3	49	4.9%	80.3%	74	867	5.9%	69.3%	5.9%	63.7%
60	4	46	6.6%	75.4%	65	793	5.2%	63.4%	5.2%	57.8%
59	6	42	9.8%	68.9%	64	728	5.1%	58.2%	4.5%	52.6%
58	4	36	6.6%	59.0%	48	664	3.8%	53.1%	4.0%	48.1%
57	1	32	1.6%	52.5%	44	616	3.5%	49.2%	3.6%	44.1%
56	1	31	1.6%	50.8%	41	572	3.3%	45.7%	3.2%	40.5%
55	0	30	0.0%	49.2%	33	531	2.6%	42.4%	2.9%	37.3%
54	3	30	4.9%	49.2%	33	498	2.6%	39.8%	2.5%	34.4%
53	2	27	3.3%	44.3%	37	465	3.0%	37.2%	2.3%	31.9%
52	2	25	3.3%	41.0%	33	428	2.6%	34.2%	2.1%	29.6%
51	2	23	3.3%	37.7%	32	395	2.6%	31.6%	1.9%	27.5%
50	3	21	4.9%	34.4%	26	363	2.1%	29.0%	1.8%	25.9%
49	3	18	4.9%	29.8%	28	337	2.2%	25.9%	1.8%	23.8%
48	1	15	1.6%	24.6%	20	309	1.6%	24.7%	1.5%	22.2%
47	1	14	1.6%	23.0%	17	289	1.4%	23.1%	1.4%	20.7%
46	1	13	1.6%	21.3%	20	272	1.6%	21.7%	1.2%	19.4%
45	0	12	0.0%	19.7%	13	252	1.0%	20.1%	1.1%	18.2%
44	0	12	0.0%	19.7%	12	239	1.0%	19.1%	1.0%	17.0%
43	1	12	1.6%	19.7%	22	227	1.8%	18.1%	1.0%	16.0%
42	1	11	1.6%	18.0%	15	205	1.0%	16.4%	0.9%	15.0%
41	0	10	0.0%	16.4%	15	192	1.2%	15.3%	0.9%	14.1%
40	0	10	0.0%	16.4%	8	177	0.6%	14.1%	0.8%	13.2%
39	0	10	0.0%	16.4%	16	169	1.3%	13.5%	0.8%	12.4%
38	0	10	0.0%	16.4%	10	153	0.8%	12.2%	0.7%	11.6%
37	0	10	0.0%	16.4%	11	143	0.9%	11.4%	0.7%	10.9%
36	0	10	0.0%	16.4%	10	132	0.8%	10.6%	0.7%	10.3%
35	0	10	0.0%	16.4%	5	122	0.4%	9.8%	0.6%	9.6%
34	0	10	0.0%	16.4%	9	117	0.7%	9.4%	0.5%	8.9%
33	2	10	3.3%	16.4%	8	108	0.6%	8.6%	0.5%	8.4%
32	1	8	1.6%	13.1%	5	100	0.4%	8.0%	0.5%	7.9%
31	0	7	0.0%	11.5%	8	95	0.6%	7.6%	0.6%	7.4%
30	1	7	1.6%	11.5%	8	87	0.6%	7.0%	0.5%	6.8%
29	0	6	0.0%	9.8%	6	79	0.5%	6.3%	0.4%	6.3%
28	0	6	0.0%	9.8%	6	73	0.5%	5.8%	0.5%	5.9%
27	0	6	0.0%	9.8%	6	67	0.5%	5.4%	0.4%	5.4%
26	1	6	1.6%	9.8%	7	61	0.6%	4.9%	0.5%	5.0%
25	2	5	3.3%	8.2%	6	54	0.5%	4.3%	0.4%	4.5%
24	1	3	1.6%	4.9%	6	48	0.5%	3.8%	0.4%	4.1%
23	0	2	0.0%	3.3%	7	42	0.6%	3.4%	0.5%	3.7%
22	0	2	0.0%	3.3%	6	35	0.5%	2.8%	0.4%	3.2%
21	0	2	0.0%	3.3%	6	29	0.5%	2.3%	0.4%	2.8%
20	0	2	0.0%	3.3%	4	23	0.3%	1.8%	0.4%	2.4%
19	1	2	1.6%	3.3%	3	19	0.2%	1.5%	0.4%	2.0%
18	0	1	0.0%	1.6%	7	16	0.6%	1.3%	0.4%	1.7%
17	0	1	0.0%	1.6%	0	9	0.0%	0.7%	0.3%	1.3%
16	1	1	1.6%	1.6%	4	9	0.3%	0.7%	0.3%	1.0%
15	0	0	0.0%	0.0%	2	5	0.2%	0.4%	0.2%	0.8%
14	0	0	0.0%	0.0%	3	3	0.2%	0.2%	0.2%	0.5%
13	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.1%	0.4%
12	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.1%	0.3%
11	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.1%	0.2%
10	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
9	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
8	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.1%
7	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
6	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
5	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
4	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
3	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
2	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
1	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%
0	0	0	0.0%	0.0%	0	0	0.0%	0.0%	0.0%	0.0%

	School	District	State
Possible High Score	67	67	67
Possible Low Score	0	0	0
Obtained High Score	65	67	67
Obtained Low Score	16	14	0
Mean	51.4	53.7	54.6
Std. Dev.	12.7	11.8	12.1
Median	56	58	59

**Note: The two reports described on pages 12 and 13 are both printed on the same page in the reports provided by the scoring contractor.**

## Report of Third Grade Students Tested and Not Tested

This report shows the number and percent of third grade students at the state, district, and school levels who were tested and not tested.

	<b>2002 Wisconsin Reading Comprehension Test</b> An Assessment of Primary-Level Reading at Grade Three				Report of Students Tested and Not Tested	
	District Name: Sample District School Name: Sample School			District-School Code: 8888-8888		
	State		District		School	
	Number	Percent	Number	Percent	Number	Percent
<b>Total Students Enrolled</b>	61,221	100.0%	1,490	100.0%	91	100.0%
<b>Students Tested</b>	57,259	93.5%	1,251	84.0%	61	67.0%
<b>Students EXCLUDED from Testing</b>						
Absent	160	0.3%	9	0.6%	0	0.0%
Students with Disabilities	2,321	3.8%	78	5.2%	3	3.3%
Limited English Proficient	1,470	2.4%	152	10.2%	27	29.7%
Section 504 (Not S/Dis)	11	0.0%	0	0.0%	0	0.0%
<b>Total Students Excluded</b>	3,962	6.5%	239	16.0%	30	33.0%

In this example report, the district had 1,490 students enrolled in the third grade. Of these students, 1,251 were tested. Of the students not tested, 9 were absent, 78 were excluded because they were Students with Disabilities and 152 were excluded because of Limited English Proficiency.

Total Students Excluded is the sum of students who were not tested for all reasons.

## Students with Disabilities and Limited English Proficient Students Tested

This report shows the number of Students with Disabilities and Limited English Proficient students for the state, district, and school. The number and percent of these students tested are also shown.

Students with Disabilities and Limited English Proficient Students Tested									
	State			District			School		
	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested	No. Students	No. Tested	% Tested
<b>Students with Disabilities</b>	8,043	5,559	69.1%	242	146	60.3%	11	6	54.5%
<b>Limited English Proficient</b>	3,063	1,528	49.9%	245	90	36.7%	50	23	46.0%
<b>Section 504 (Not S/Dis)</b>	353	315	89.2%	1	0	0.0%	0	0	%

In the above example, there are 242 third grade students in the district who were Students with Disabilities. Of this number, 146 or 60.3% were tested.

# Comprehension Performance Report for All Students and Students by Demographic Group

This two-sided report, shown on pages 14 and 15, summarizes comprehension scores for all students and by gender, ethnicity, and several other demographic categories. Results are shown for the state, district, and school.



**2002 Wisconsin Reading Comprehension Test**  
An Assessment of Primary-Level Reading at Grade Three

Comprehension Performance Report for  
All Students and Students by Demographic Group

District Name: Sample District

District-School Code: 8888-8888

School Name: Sample School

Proficiency Levels (Legend)

Not Tested	Minimal	Basic	Proficient	Advanced

	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level																
		Number	Percent	10	20	30	40	50	60	70	80	90								
<b>ALL STUDENTS</b>																				
State	61,221	54.6	81.5%	7	6	14														28
District	1,490	53.7	80.1%	16	5	14														21
Students Not In District Full Academic Year	135	49.4	73.7%	30		8														15
Students In District Full Academic Year	1,354	54.0	80.7%	15	5	14														22
In a Single School	1,200	54.5	81.4%	13	4	13														23
Not In a Single School	154	49.1	73.2%	31		5														12
School	91	51.4	76.8%	33		7	9													9
Students Not In School Full Academic Year	16	45.9	68.4%	19		19														13
Students In School Full Academic Year	75	52.9	79.0%	36		4	7													8
<b>GENDER</b>																				
<b>Male</b>																				
State	31,531	53.7	80.2%	8	6	15														25
District	714	53.4	79.7%	18	5	15														21
School	36	52.3	78.1%	36		6	8													11
<b>Female</b>																				
State	29,630	55.5	82.8%	5	5	13														31
District	772	53.9	80.5%	14	5	14														21
School	55	50.9	76.0%	31		7	9													7

See other side for results by Ethnicity and Other Demographic Groups →

The first column of numbers on this report shows the total number of all third grade students enrolled, the number of males and females enrolled, the number of students enrolled in each ethnic category, and the number of students enrolled in the other demographic categories.

The column called **Average Comp. Score** shows the average comprehension score (the number and percent of comprehension points).

The last column shows the percent of students whose scores were Minimal, Basic, Proficient, and Advanced for the state, district, and school. The three bar charts (one for the state, one for the district, and one for the school) are shaded to show the proportion of students falling into each of the four performance categories (Minimal, Basic, Proficient, and Advanced). The numbers printed on the bars are the percentages of students falling into the particular category. Percentages less than 3% are not printed on the bars.

(Continued from other side.)

	Number of Students Enrolled	Average Comp. Score		Percent of Students in Each Proficiency Level								
		Number	Percent	10	20	30	40	50	60	70	80	90
<b>ETHNICITY</b>												
American Indian or Alaskan Native												
State	943	50.8	75.8%	8	9	20	48	16				
District	69	46.4	69.3%	12	13	28	39	9				
School	0	0.0	0.0%									
Asian or Pacific Islander												
State	2,278	53.2	79.3%	23	17	41	17					
District	145	53.5	79.9%	46	10	37	7					
School	18	53.8	80.3%	44	11	44						
Black (Not of Hispanic Origin)												
State	7,126	45.2	67.5%	8	17	26	40	9				
District	75	43.4	64.7%	16	19	24	31	11				
School	9	44.4	66.3%	22	22	11	33	11				
Hispanic												
State	3,466	51.0	76.2%	30	6	16	37	12				
District	149	50.0	74.7%	60	9	25	4					
School	34	52.9	79.0%	53	6	32	9					
White (Not of Hispanic Origin)												
State	47,324	56.3	84.0%	4	12	49	32					
District	1,051	55.0	82.1%	6	14	49	27					
School	25	53.4	79.7%	8	12	8	56	16				
Combined Groups (Small Number)												
State	0	0.0	0.0%									
District	0	0.0	0.0%									
School	5	42.6	63.6%	20	20	60						
<b>OTHER</b>												
Limited English Proficient												
State	3,063	50.1	74.7%	50	14	27	6					
District	245	51.4	76.7%	63	8	24						
School	50	53.9	80.5%	54	6	36	4					
English Proficient												
State	58,158	54.7	81.7%	4	14	48	29					
District	1,245	53.8	80.3%	7	16	47	24					
School	41	49.9	74.5%	7	15	12	51	15				
Migrant												
State	66	45.9	68.5%	56	6	11	20	8				
District	8	45.0	67.2%	63	13	25						
School	2	0.0	0.0%	100								
Non-Migrant												
State	61,155	54.6	81.5%	6	14	47	28					
District	1,482	53.7	80.1%	16	15	44	21					
School	89	51.4	76.8%	31	7	9	44	9				
Students with Disabilities												
State	8,043	42.6	63.6%	31	17	21	25	6				
District	242	42.1	62.8%	40	14	23	18	5				
School	11	33.8	50.5%	45	18	36						
Nondisabled												
State	53,114	55.9	83.4%	4	13	50	31					
District	1,248	55.2	82.4%	11	13	49	24					
School	80	53.4	79.6%	31	5	49	10					
Economically Disadvantaged												
State	18,824	49.4	73.7%	12	10	21	44	13				
District	586	48.9	73.0%	33	8	16	35	8				
School	81	50.4	75.2%	37	6	10	41	6				
Not Economically Disadvantaged												
State	42,397	56.7	84.6%	4	11	48	34					
District	904	55.8	83.3%	5	14	49	29					
School	10	56.9	84.9%	10	60	30						

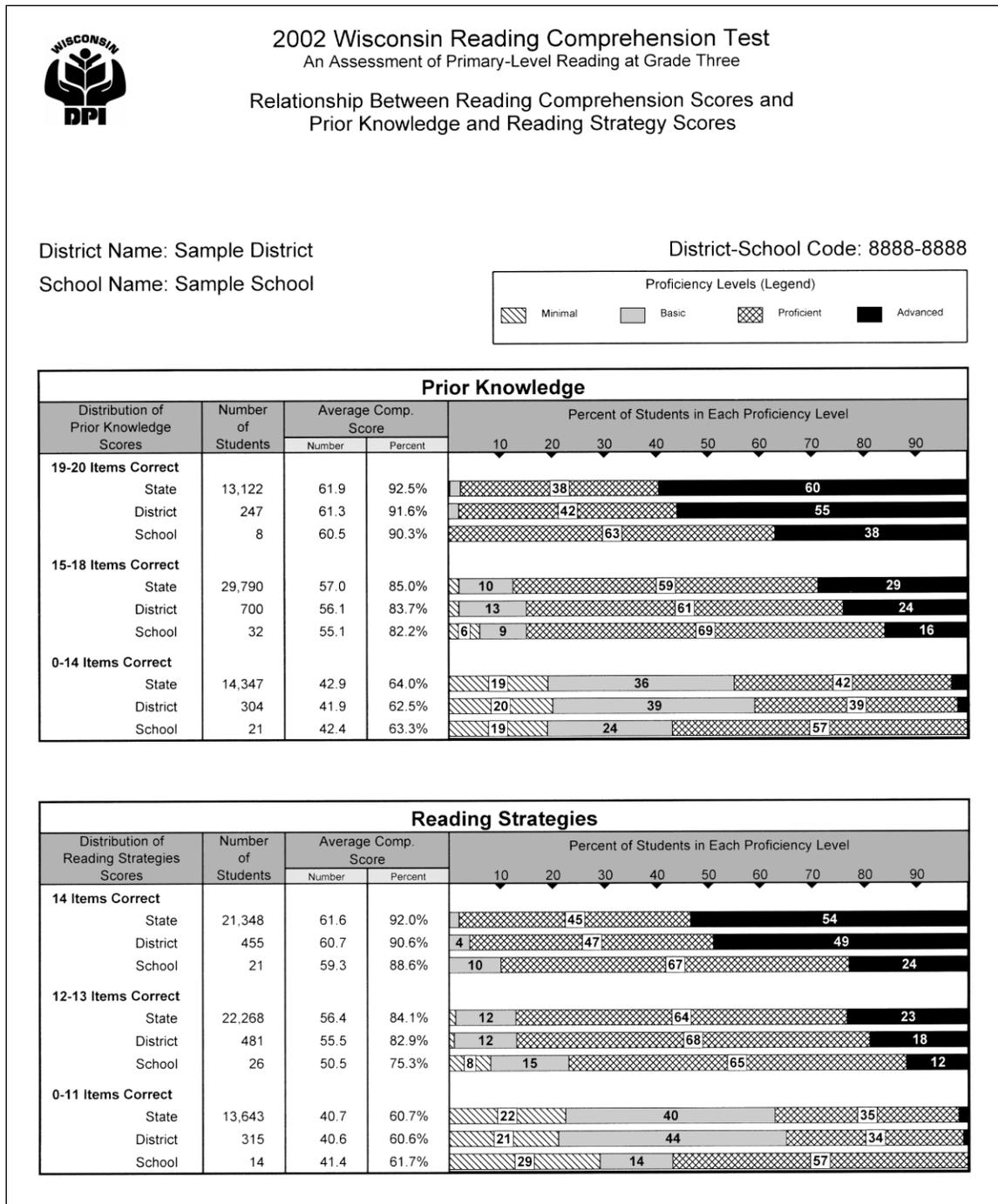
**Note: Districts should avoid reporting data for small groups of students in such a way that individual students might be identified.**

# Relationship Between Reading Comprehension Scores and Prior Knowledge and Reading Strategy Scores

The purpose of this report is to show how students' reading comprehension scores relate to students' scores on the prior knowledge and reading strategy questions. The report also allows for a comparison of district and school results with the state results.

For each of the charts below, statewide frequency distributions of students' scores in prior knowledge and reading strategies for all three passages were divided into three categories.

In the example shown, at the state level, 13,122 of the students' prior knowledge scores fell into the top category. These students averaged 92.5% correct on the comprehension items. In contrast, the 14,347 students in the bottom category averaged 64% correct on the test.



**Note: The two reports described on pages 17 and 18 are printed on the same page in the reports provided by the scoring contractor.**

## Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

The purpose of this report is to show how students' responses to the prior knowledge questions for each passage relate to the students' reading comprehension scores.

The prior knowledge scores for each of the three passages on the test are broken into three categories. These categories are based on the number of prior knowledge questions that students throughout the state answered correctly.

For Passage 1, the number of students at the state, district, and school levels falling into each of three prior knowledge categories is shown. Students in the top category answered all seven of the prior knowledge items correctly. In the example district shown, 498 students answered seven items correctly; these students averaged 87.8% correct on the passage. In contrast, the 375 students in the district who answered 0-5 of the prior knowledge questions correctly averaged 68.3% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were six prior knowledge items for Passage 2 and seven prior knowledge items for Passage 3.



### 2002 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

District Name: Sample District  
School Name: Sample School

District-School Code: 8888-8888

### Relationship Between Reading Comprehension Scores and Prior Knowledge Scores for Each Passage

Passage 1			Passage 2			Passage 3		
Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score	Distribution of Prior Knowledge Scores	Number of Students	Average Comp. Score
<b>7 Items Correct</b>			<b>6 Items Correct</b>			<b>7 Items Correct</b>		
State	23,896	89.2%	State	11,744	90.0%	State	22,921	89.5%
District	498	87.8%	District	221	88.6%	District	459	88.0%
School	26	85.4%	School	6	85.1%	School	13	83.2%
<b>6 Items Correct</b>			<b>4-5 Items Correct</b>			<b>6 Items Correct</b>		
State	15,917	84.3%	State	32,643	83.2%	State	17,083	83.8%
District	378	81.6%	District	711	82.4%	District	414	82.5%
School	13	76.6%	School	28	80.6%	School	22	85.9%
<b>0-5 Items Correct</b>			<b>0-3 Items Correct</b>			<b>0-5 Items Correct</b>		
State	17,446	68.3%	State	12,872	69.2%	State	17,255	68.6%
District	375	68.3%	District	319	69.0%	District	378	67.9%
School	22	66.7%	School	27	70.9%	School	26	65.8%

## Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage

The purpose of this report is to show how students' responses to the reading strategy questions relate to the students' reading comprehension scores.

The reading strategy scores for each of the passages on the test are broken into three categories. These categories are based on the number of reading strategy questions that students throughout the state answered correctly.

For the first passage, the number of students at the state, district, and school levels falling into each of three categories is shown. Students in the top category correctly answered five of the reading strategy items for Passage 1. In the example district shown, 681 students answered five items correctly; these students' average comprehension score on the passage was 88.4% correct. The 249 students who answered 0-3 items correctly had an average comprehension score on the passage of 60.8% correct.

The figures for Passages 2 and 3 are interpreted similarly. There were five strategy items for Passage 2 and four strategy items for Passage 3.

**Relationship Between Reading Comprehension Scores and Reading Strategy Scores for Each Passage**

Passage 1			Passage 2			Passage 3		
Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score	Distribution of Strategy Scores	Number of Students	Average Comp. Score
<b>5 Items Correct</b>			<b>5 Items Correct</b>			<b>4 Items Correct</b>		
State	32,296	89.5%	State	36,161	87.5%	State	41,924	86.7%
District	681	88.4%	District	759	86.2%	District	909	85.6%
School	33	86.8%	School	39	80.0%	School	45	79.0%
<b>4 Items Correct</b>			<b>4 Items Correct</b>			<b>3 Items Correct</b>		
State	14,257	79.6%	State	14,077	77.3%	State	10,807	72.8%
District	321	77.5%	District	324	76.0%	District	252	70.0%
School	18	70.0%	School	13	77.3%	School	13	75.3%
<b>0-3 Items Correct</b>			<b>0-3 Items Correct</b>			<b>0-2 Items Correct</b>		
State	10,706	60.0%	State	7,021	59.0%	State	4,528	53.5%
District	249	60.8%	District	168	60.4%	District	90	52.8%
School	10	55.7%	School	9	62.0%	School	3	49.8%

# Parent/Guardian Report

Districts receive one Parent/Guardian Report for each child who was tested. Districts are not required by Standard (r) to report each child's results to the parent(s) or guardian(s). However, districts may wish to do so. For this reason, reports for each child were provided in Shipment #1.

	Wisconsin Department of Public Instruction Elizabeth Burmaster, State Superintendent
	<b>2002 WISCONSIN READING COMPREHENSION TEST</b> An Assessment of Primary-Level Reading at Grade Three
<b>Parent/Guardian Report</b>	
<b>District Name: Sample District</b>	
<b>School Name: Sample School</b>	
<b>Dear Parent/Guardian of SAMPLE B. STUDENT:</b>	
This is your copy of the 2002 Wisconsin Reading Comprehension Test results for your child. This test was developed by the Department of Public Instruction's Office of Educational Accountability and a committee of Wisconsin educators. The test was administered to all third grade students in Wisconsin in the spring of 2002. Students were given three passages to read. The material was typical of what third graders read in school. Each passage was followed by a set of questions measuring reading comprehension. Following are the test results for your child:	
<b>TEST RESULTS</b>	
<u>Highest Possible Comprehension Score on the Test</u>	<u>Comprehension Score for the Student</u>
67	50
The State of Wisconsin, Department of Public Instruction, using a committee of teachers and reading specialists, has established proficiency levels based on the comprehension questions. Four categories of scores were identified:	
<u>Proficiency Level</u>	<u>Score Range</u>
Advanced	= 63 or more points
Proficient	= from 48 through 62 points
Basic	= from 29 through 47 points
Minimal	= from 0 through 28 points
On this test, your child's score was in the Proficient level.	
<u>Parents/Guardians Can Help Their Children Become Better Readers:</u>	
Your child's reading activities in school and away from school are all important. Encouraging your child to read for fun, reading aloud to your child, and having your child read aloud to you or someone else are practices that have been shown to help children become successful readers. Successful readers should be able to read a variety of fiction and nonfiction materials. Your librarian can help you and your child select appropriate books and magazines. You may also want to talk to your child's teacher about your child's reading progress.	
<u>For More Information:</u>	
You can find out more about this test by contacting your child's teacher, principal, or your school district administrator.	

Under the heading called Test Results, is shown the comprehension score for the student. Also shown is the highest possible score.

A student's score is classified into one of four levels of proficiency: Advanced, Proficient, Basic, or Minimal. For example, a student must have a comprehension score of 63 or more to score in the Advanced level. The performance of a student who received a score of 48 through 62 is in the Proficient level. A score of 29 through 47 is in the Basic level, and a score of 0-28 is in the Minimal level.

# Comprehension Performance Report Summary by District and by School Within District

This report is an alphabetical listing of all Wisconsin school districts and schools within each district showing the numbers and percents of students whose scores were in the Minimal, Basic, Proficient, and Advanced proficiency levels. Also shown for each district and school are the number of third grade students enrolled and the number and percent of students not tested. In schools or districts in which the number of third grade students enrolled is five or fewer, results are not presented in order to protect the privacy of those students. In these cases, dashes appear in the data columns.



## 2002 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

### Comprehension Performance Report Summary by District and by School Within District

District/ School Code	District/School Name	Number Of Students Enrolled	Students Not Tested		Students Tested							
			No.	%	Minimal		Basic		Proficient		Advanced	
					No.	%	No.	%	No.	%	No.	%
	<b>STATEWIDE (ALL DISTRICTS/SCHOOLS)</b>	<b>61,221</b>	<b>3,962</b>	<b>6.5%</b>	<b>3,368</b>	<b>5.5%</b>	<b>8,510</b>	<b>13.9%</b>	<b>28,507</b>	<b>46.6%</b>	<b>16,874</b>	<b>27.6%</b>
<b>0007</b>	<b>Abbotsford</b>	<b>54</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>5.6%</b>	<b>9</b>	<b>16.7%</b>	<b>31</b>	<b>57.4%</b>	<b>11</b>	<b>20.4%</b>
0007-0020	Abbotsford El	54	0	0.0%	3	5.6%	9	16.7%	31	57.4%	11	20.4%
<b>0014</b>	<b>Adams-Friendship Area</b>	<b>139</b>	<b>13</b>	<b>9.4%</b>	<b>15</b>	<b>10.8%</b>	<b>27</b>	<b>19.4%</b>	<b>61</b>	<b>43.9%</b>	<b>23</b>	<b>16.5%</b>
0014-0130	Adams-Friendship El	86	9	10.5%	13	15.1%	16	18.6%	33	38.4%	15	17.4%
0014-0080	Castle Rock El	18	2	11.1%	1	5.6%	6	33.3%	8	44.4%	1	5.6%
0014-0140	Grand Marsh El	13	0	0.0%	1	7.7%	3	23.1%	8	61.5%	1	7.7%
0014-0180	Pine Land El	7	0	0.0%	0	0.0%	2	28.6%	3	42.9%	2	28.6%
0014-0200	Roche A Cr El	15	2	13.3%	0	0.0%	0	0.0%	9	60.0%	4	26.7%
<b>0063</b>	<b>Albany</b>	<b>29</b>	<b>3</b>	<b>10.3%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>20.7%</b>	<b>13</b>	<b>44.8%</b>	<b>7</b>	<b>24.1%</b>
0063-0020	Albany El	29	3	10.3%	0	0.0%	6	20.7%	13	44.8%	7	24.1%
<b>0070</b>	<b>Algoma</b>	<b>38</b>	<b>1</b>	<b>2.6%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>15.8%</b>	<b>26</b>	<b>68.4%</b>	<b>5</b>	<b>13.2%</b>
0070-0020	Algoma El	38	1	2.6%	0	0.0%	6	15.8%	26	68.4%	5	13.2%
<b>0084</b>	<b>Alma</b>	<b>26</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>6</b>	<b>23.1%</b>	<b>11</b>	<b>42.3%</b>	<b>9</b>	<b>34.6%</b>
0084-0020	Alma El	26	0	0.0%	0	0.0%	6	23.1%	11	42.3%	9	34.6%
<b>0091</b>	<b>Alma Center</b>	<b>42</b>	<b>1</b>	<b>2.4%</b>	<b>1</b>	<b>2.4%</b>	<b>3</b>	<b>7.1%</b>	<b>26</b>	<b>61.9%</b>	<b>11</b>	<b>26.2%</b>
0091-0080	Lincoln El	42	1	2.4%	1	2.4%	3	7.1%	26	61.9%	11	26.2%
<b>0105</b>	<b>Almond-Bancroft</b>	<b>33</b>	<b>1</b>	<b>3.0%</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>9.1%</b>	<b>16</b>	<b>48.5%</b>	<b>13</b>	<b>39.4%</b>
0105-0020	Almond El	33	1	3.0%	0	0.0%	3	9.1%	16	48.5%	13	39.4%
<b>0112</b>	<b>Altoona</b>	<b>88</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>2.3%</b>	<b>10</b>	<b>11.4%</b>	<b>42</b>	<b>47.7%</b>	<b>34</b>	<b>38.6%</b>
0112-0080	Pedersen El	88	0	0.0%	2	2.3%	10	11.4%	42	47.7%	34	38.6%
<b>0119</b>	<b>Amery</b>	<b>114</b>	<b>4</b>	<b>3.5%</b>	<b>0</b>	<b>0.0%</b>	<b>9</b>	<b>7.9%</b>	<b>47</b>	<b>41.2%</b>	<b>54</b>	<b>47.4%</b>
0119-0020	Lien El	114	4	3.5%	0	0.0%	9	7.9%	47	41.2%	54	47.4%
<b>0140</b>	<b>Antigo</b>	<b>214</b>	<b>4</b>	<b>1.9%</b>	<b>12</b>	<b>5.6%</b>	<b>37</b>	<b>17.3%</b>	<b>120</b>	<b>56.1%</b>	<b>41</b>	<b>19.2%</b>
0140-0020	Aniwa El	17	0	0.0%	1	5.9%	5	29.4%	8	47.1%	3	17.6%
0140-0110	Chrysalis El Charter Sch	3	--	--	--	--	--	--	--	--	--	--
0140-0080	Crestwood El	23	0	0.0%	1	4.3%	3	13.0%	16	69.6%	3	13.0%
0140-0100	East El	34	0	0.0%	0	0.0%	7	20.6%	22	64.7%	5	14.7%
0140-0140	Lily El	5	--	--	--	--	--	--	--	--	--	--
0140-0160	Mattoon El	14	0	0.0%	0	0.0%	1	7.1%	6	42.9%	7	50.0%
0140-0180	North El	26	2	7.7%	0	0.0%	2	7.7%	19	73.1%	3	11.5%
0140-0200	Pleasant View El	24	0	0.0%	0	0.0%	4	16.7%	13	54.2%	7	29.2%
0140-0240	River Grove El	14	0	0.0%	1	7.1%	5	35.7%	8	57.1%	0	0.0%
0140-0260	Spring Valley El	23	0	0.0%	2	8.7%	3	13.0%	13	56.5%	5	21.7%
0140-0280	West El	31	1	3.2%	4	12.9%	6	19.4%	12	38.7%	8	25.8%
<b>0147</b>	<b>Appleton Area</b>	<b>1,061</b>	<b>70</b>	<b>6.6%</b>	<b>43</b>	<b>4.1%</b>	<b>176</b>	<b>16.6%</b>	<b>466</b>	<b>43.9%</b>	<b>306</b>	<b>28.8%</b>
0147-0060	Badger El	42	7	16.7%	1	2.4%	4	9.5%	16	38.1%	14	33.3%

# Item Analysis

This report shows district-level numbers and percents of students selecting each answer choice for each test question. Note that the sample questions (1, 2, 10, 11, and 12) are not included. Questions 62 and 99 were short-answer questions. For these questions, the number and percent of students receiving a score of "0" are indicated in column "A", column "B" shows the number and percent of students receiving a score of "1", column "C" shows the number and percent of students receiving a score of "2". For question 62, column "D" shows the number and percent of students receiving a score of "3". Question 99 did not include a score point of "3" as indicated by the dashes (-) in column "D". Districts receive an additional report showing the state-level item analysis.



## 2002 Wisconsin Reading Comprehension Test An Assessment of Primary-Level Reading at Grade Three

### Item Analysis

District Name: Sample District

District-School Code: 8888-0000

Response	A				B				C				D				Other †		Response	A				B				C				D				Other †			
	Item	No.	%		No.	%			No.	%			No.	%			No.	%				No.	%			No.	%			No.	%			No.	%				
Prior Knowledge	3	948	75.8%*		99	7.9%			203	16.2%			-	-			1	0.1%			56	1,105	88.3%*		44	3.5%			71	5.7%			29	2.3%			2	0.2%	
	4	86	6.9%		835	66.7%*			329	26.3%			-	-			1	0.1%			57	104	8.3%		890	71.1%*			88	7.0%			163	13.0%			6	0.5%	
	5	1,113	89.0%*		109	8.7%			28	2.2%			-	-			1	0.1%			58	49	3.9%		50	4.0%			1,115	89.1%*			37	3.0%			0	0.0%	
	6	60	4.8%		60	4.8%			1,130	90.3%*			-	-			1	0.1%			59	25	2.0%		31	2.5%			38	3.0%			1,155	92.3%*			2	0.2%	
	7	33	2.6%		1,008	80.6%*			209	16.7%			-	-			1	0.1%			60	70	5.6%		1,123	89.8%*			24	1.9%			32	2.6%			2	0.2%	
	8	67	5.4%		1,076	86.0%*			107	8.6%			-	-			1	0.1%			61	127	10.2%		67	5.4%			158	12.6%			888	71.0%*			11	0.9%	
	9	43	3.4%		23	1.8%			1,184	94.6%*			-	-			1	0.1%			62‡	201	16.1%		407	32.5%			334	26.7%			309	24.7%			0	0.0%	
	Comprehension	13	43	3.4%		8	0.6%			1,183	94.6%*			15	1.2%			2	0.2%			63	63	1.9%		1,173	93.8%*			59	4.7%			-	-			0	0.0%
		14	70	5.6%		1,082	86.5%*			20	1.6%			77	6.2%			2	0.2%			64	1,156	92.4%*		65	5.2%			30	2.4%			-	-			0	0.0%
15		56	4.5%		1,116	89.2%*			84	5.1%			11	0.9%			4	0.3%			65	122	9.8%		1,055	84.3%*			74	5.9%			-	-			0	0.0%	
16		14	1.1%		88	7.0%			41	3.3%			1,104	88.2%*			4	0.3%			66	997	79.7%*		98	7.8%			156	12.5%			-	-			0	0.0%	
17		1,093	87.4%*		30	2.4%			69	5.5%			53	4.2%			6	0.5%			67	84	6.7%		22	1.8%			1,145	91.5%*			-	-			0	0.0%	
18		48	3.8%		1,045	83.5%*			37	3.0%			117	9.4%			4	0.3%			68	1,141	91.2%*		51	4.1%			59	4.7%			-	-			0	0.0%	
19		101	8.1%		37	3.0%			1,075	85.9%*			36	2.9%			2	0.2%			69	112	9.0%		117	9.4%			1,022	81.7%*			-	-			0	0.0%	
20		1,127	90.1%*		45	3.6%			18	1.4%			55	4.4%			6	0.5%			70	60	4.8%		1,057	84.5%*			134	10.7%			-	-			0	0.0%	
21		61	4.9%		1,071	85.6%*			50	4.0%			67	5.4%			2	0.2%			71	70	5.6%		1,080	86.3%*			125	10.0%			-	-			1	0.1%	
22		943	75.4%*		98	7.8%			117	9.4%			89	7.1%			4	0.3%			72	135	10.8%		209	16.7%			907	72.5%*			-	-			0	0.0%	
23		71	5.7%		979	78.3%*			138	11.0%			63	5.0%			0	0.0%			73	73	5.8%		1,143	91.4%*			1,143	91.4%*			-	-			1	0.1%	
24		88	7.0%		74	5.9%			1,007	80.5%*			80	6.4%			2	0.2%			74	94	7.5%		70	5.6%			41	3.3%			1,044	83.5%*			2	0.2%	
25		94	7.5%		70	5.6%			41	3.3%			1,044	83.5%*			2	0.2%			26	49	3.9%		34	2.7%			1,129	90.2%*			34	2.7%			5	0.4%	
27	27	2.2%		38	3.0%			20	1.6%			1,157	92.5%*			9	0.7%			28	27	2.2%		19	1.5%			27	2.2%			19	1.5%			1	0.1%		
28	43	3.4%		1,161	92.8%*			19	1.5%			27	2.2%			1	0.1%			76	77	6.2%		119	9.5%			962	76.9%*			77	6.2%			1	0.1%		
29	64	5.1%		36	2.9%			910	72.7%*			238	19.0%			3	0.2%			77	113	9.0%		58	4.6%			95	7.6%			984	78.7%*			1	0.1%		
30	40	3.2%		40	3.2%			85	6.8%			1,086	86.8%*			0	0.0%			78	978	78.2%*		75	6.0%			85	6.8%			111	8.9%			2	0.2%		
31	940	75.1%*		174	13.9%			88	7.0%			48	3.8%			1	0.1%			79	51	4.1%		1,085	86.7%*			48	3.8%			67	5.4%			0	0.0%		
Reading Strategy	32	40	3.2%		1,094	87.5%*			117	9.4%			-	-			0	0.0%			80	120	9.6%		49	3.9%			994	79.5%*			85	6.8%			3	0.2%	
	33	953	76.2%*		79	6.3%			218	17.4%			-	-			1	0.1%			81	25	2.0%		47	3.8%			1,130	90.3%*			39	3.1%			10	0.8%	
	34	958	76.6%*		74	5.9%			219	17.5%			-	-			0	0.0%			82	206	16.5%		259	20.7%			115	9.2%			668	53.5%*			2	0.2%	
	35	69	5.5%		1,131	90.4%*			51	4.1%			-	-			0	0.0%			83	67	5.4%		142	11.4%			1,014	81.1%*			25	2.0%			3	0.2%	
	36	16	1.3%		54	4.3%			1,181	94.4%*			-	-			0	0.0%			84	141	11.3%		59	4.7%			949	75.9%*			97	7.8%			5	0.4%	
	37	996	79.6%*		126	10.1%			126	10.1%			-	-			3	0.2%			85	163	13.0%		82	6.6%			764	61.1%*			242	19.3%			0	0.0%	
Prior Knowledge	38	60	4.8%		75	6.0%			1,114	89.0%*			-	-			2	0.2%			86	154	12.3%		203	16.2%			95	7.6%			798	63.8%*			1	0.1%	
	39	44	3.5%		219	17.5%			986	78.8%*			-	-			2	0.2%			87	928	74.2%*		139	11.1%			57	4.6%			121	9.7%			6	0.5%	
	40	670	53.6%*		109	8.7%			472	37.7%			-	-			0	0.0%			88	80	6.4%		944	75.5%*			46	3.7%			178	14.2%			3	0.2%	
	41	147	11.8%		905	72.3%*			199	15.9%			-	-			0	0.0%			89	1,073	85.8%*		81	6.5%			49	3.9%			39	3.1%			9	0.7%	
	42	703	56.2%*		253	20.2%			294	23.5%			-	-			1	0.1%			90	975	77.9%*		69	5.5%			54	4.3%			145	11.6%*			8	0.6%	
	43	27	2.2%		1,167	93.3%*			25	2.0%			32	2.6%			0	0.0%			91	32	2.6%		46	3.7%			17	1.4%			1,151	92.0%*			5	0.4%	
Comprehension	44	94	7.5%		17	1.4%			1,103	88.2%*			37	3.0%			0	0.0%			92	24	1.9%		48	3.8%			34	2.7%			1,139	91.0%*			6	0.5%	
	45	65	5.2%		1,063	85.0%*			80	4.8%			62	5.0%			1	0.1%			93	117	9.4%		840	67.1%*			182	14.5%			100	8.0%			12	1.0%	
	46	1,116	89.2%*		65	5.2%			29	2.3%			40	3.2%			1	0.1%			94	100	8.0%		1,016	81.2%*			57	4.6%			67	5.4%			11	0.9%	
	47	58	4.6%		858	68.6%*			42	3.4%			293	23.4%			0	0.0%			95	993	79.4%*		95	7.6%			70	5.6%			81	6.5%			12	1.0%	
	48	136	10.9%		120	9.6%			841	67.2%*			151	12.1%			3	0.2%			96	875	69.9%*		86	6.9%			159	12.7%			126	10.1%			5	0.4%	
	49	167	13.3%		12	1.0%			1,058	84.6%*			6	0.5%			8	0.6%			97	28	2.2%		72	5.8%			62	5.0%			1,074	85.9%*			15	1.2%	
	50	1,002	80.1%*		49	3.9%			141	11.3%			57	4.6%			2	0.2%			98	43	3.4%		52	4.2%			121	9.7%			1,025	81.9%*			10	0.8%	
	51	999	79.9%*		42	3.4%			67	5.4%			139	11.1%			4	0.3%			99‡	182	14.5%		277	22.1%			792	63.3%			-	-			0	0.0%	
	52	61	4.9%		29	2.3%			48	3.8%			1,108	88.6%*			5	0.4%			100	23	1.8%		38	3.0%			1,190	95.1%*			-	-			0	0.0%	
	53	815	65.1%*		186	14.9%			188	14.9%			82	6.6%			0	0.0%			101	45	3.6%		1,144	91.4%*			61	4.9%			-	-			1	0.1%	
	54	81	6.5%		1,018	81.4%*			62	5.0%	</																												